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*The Training School:
The Critic's Work.*

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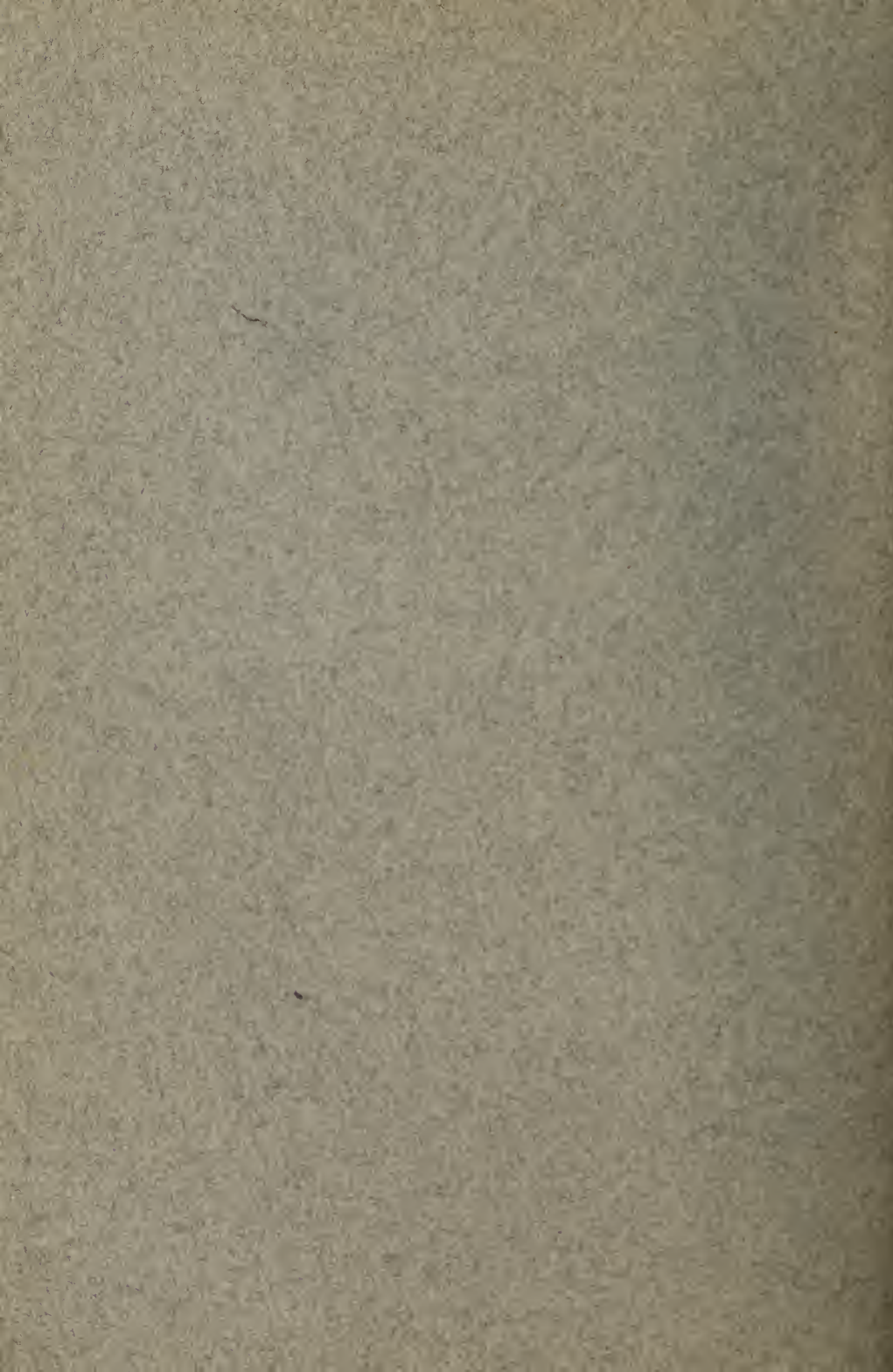
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Northern Illinois State Normal School.

The Training School: The Work of the Critic.

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Standards

The work laid out for a Training School is twofold: to teach children and to train teachers to teach children—and to sacrifice efficiency in neither. Clearly few tasks present situations so delicate and so difficult. For it belongs to this department so to prepare its children that when they shall come into higher institutions or into places of employment, they may enter into these situations with ready adaptation and efficiency, and that they shall not suffer by comparison with youth trained in the best school systems. On the other hand it is our duty to other communities to send to them teachers equipped to do for their children what we crave to do for our own.

Equipment

To the performance of this work is brought together an extensive and growing equipment—especially furnished rooms, apparatus, collections, pictures, books; a body of expert teachers as heads of the departments of the Normal School—expert as students in their respective fields, expert as teachers of youth and of children; a corps of experienced and highly trained grade teachers to serve as critics—teachers grounded in theoretical and practical pedagogy; a student body drawn mainly from accredited high schools. Thus the general conditions are as favorable as they well could be. To assist, if may be, to make all the equipment a more thorough unity, working with all practicable smoothness, to prevent the possible hurt and waste of working at cross-purposes, the following pages attempt to discuss these several elements in their relations to the Training School.

Relation to the Department of Pedagogy

Of the several departments of the Normal School the Department of Pedagogy stands, of course, in the most intimate relationship to the Training School. This department is organized to give a clear, full, practical basis in theory of teaching, illustrated and applied in the presentation to children of lessons in the common school studies.

The Fall and Winter terms of the junior year are devoted to Psychology, and the Spring term to an adaptation of psychology to general method with a quite extended view of the method of individual subjects. Beyond

this, senior electives are offered in Primary, Intermediate and Grammar Grade method, a vigorous, intensive study of these departments in concrete detail. The Department of Pedagogy offers further assistance to the critic teachers in personal conference for projecting the larger topics or units of work. Frank conference between the heads of the department of Pedagogy and the critic force is urged as a means to bring about clearer understanding of the difficulties the Training School presents and of the mutual problems to be attacked; to give a more adequate conception of what training students need before they are sent to the Training School to teach; and a sharper definition of ideals to which all are to work.

Relations to other Departments

The remaining departments are most effectively organized and equipped to assist in subject matter, library references, and illustrative material. Each of the professors has taught in the Training School for more or less extended periods, and, hence, is prepared in very practical ways to help the critic in selecting and organizing the content of the several studies, in pointing out the more significant and usable details, and in showing the larger connections and implications such as stimulate inquiry, observation and reading. Upon these departments the critics should steadily and systematically draw and thus have the advantage of their special equipment and the specialized training and skill of the professors. (See page 5). Further, these same professors are available, often, to do regular class teaching in the Training School and desire to be so used. This policy steadily pursued should bring about the following results: Acquaint the professors with Training School problems; specifically contribute to the more direct and adequate preparation of students to teach the subjects of their several departments; present to students most suggestive and stimulating examples of the good teaching of children.

It should be the ambition of each critic to build up the work of her department in rich detail, under the stimulus of this association with department-heads. It would be well to elaborate topics in, say, Geography and History and Science, gathering elements of information and the appropriate illustrative material and setting all down in organized form. The problem elements should be definitely discriminated and arranged in the best teaching order. Relations to topics preceding and following and to other studies should be discovered and noted. Reference lists—titles and pages—should be made. This conservation of one's work should prove very helpful, enabling one to constantly revise, reinvigorate, and reorganize—eliminating the less valuable and building in the better, and keeping one's self fresh and inspirational and growing.

Relation of Training School to City System

The Training School is a part of two systems—the DeKalb City Schools and the State Normal School, owing fealty to the city and its educational policy and to the Normal School and its educational ideals. As part of a city system, a course of study is to be followed and a coordi-

nation maintained of the work of the Training School to that of the other city schools, in order to facilitate necessary interchanges of pupils and to provide a fairly even preparation for the common goal, the Township High School. There will be elements of routine to which careful acquiescence must be given—keeping accurate records, using prescribed text books, conforming to a common body of regulations—in a word, to fulfill the various relations of a public school in a well compacted system.

In all these relations, instructions come from the Board of Education through the city superintendent and must have implicit and careful obedience. Indeed, the opportunity thus given to train students in the intelligent interpretation and appreciation of this routine element of a school system is very valuable and should be carefully improved. The suggestion that such records are a kind of needless “red-tape” and the resulting feeling that keeping such records is a burden should be resisted by the critics and any real element of burden and irksomeness reduced to a minimum by training the students to good habits of keeping such records and expeditious methods of making the reports based on them. For this reason, the records should be kept and reports made by the students assigned to room charge, under the critic’s oversight. Accurate records, neatly kept and well kept up, are vital to a school system.

For the carrying out of its course of study, the Board of Education selects and prescribes a list of text-books to be supplied thru local dealers. Great care should be taken to obtain definite instructions from the city superintendent thru the school principal as to the purchase and use of these books. There always exist between the Board and the publishers and dealers explicit contracts or implied business agreements. Ignorance and carelessness on the part of teachers may, and often do, produce no little inconvenience and vexation. The partial isolation of the Training School, or, better perhaps, the greater emphasis on its relations to the Normal School, makes its corps especially susceptible to this fault—albeit in entire innocence of intent.

THE CRITIC FORCE.

The critic force consists of a director, a principal for each of the two schools now composing the Training Department, a critic for each room in the Glidden Building and the equivalent of this in the Normal Training School.

The Director

The Training Department, of course, has and must have the same degree and kind of autonomy exercised by the several other departments. Each critic, by reason of her responsibility, becomes in effect a principal of a school of four to eight pupil teachers and in turn must have and exercise a much larger independence than that needful to the average grade teacher. Add to this the independent strength and desirable self-sufficiency of these teachers and the necessity and desirability of the other departments entering largely and intimately into the school

room work—add these, and it is clear that there is ample opportunity for congestion of work and workers, and mutual hindrance by diversity of times and aims.

The director of training understands that his especial function is to secure and maintain unity of policy and work. To this end it is necessary that his office be a sort of "clearing house" to which plans and projects are brought for approval, possibly; for adjustment to the numerous other interests, certainly. Instructions to teachers, so far as they concern the Training School work, should all pass thru his office; other matters, thru the respective principals of the Glidden and Normal Training Schools.

The director of the Training School aims to spend the larger portion of his time in visitation and consequent conferences with the critics and students. He has now such relief from the routine heretofore carried, that he will develop and carry out plans for systematic observation work with students doing their first teaching, for the purpose of facilitating more effective and ready assumption of class and school room management.

He will, at frequent intervals, review plan books in order to assist and perfect this element of student preparation. He holds himself ready to assume, temporarily, the responsibility of the plans of one student or another, when this seems to the critic to be desirable.

Principals

Within the separate buildings, intense absorption in the work of the rooms will tend, again, to loss of unity as a school, a consequent loss to the children of much valuable training that can come only thru close organization as a school, and the danger at least of conflicting arrangements and of authority at cross-purposes. This makes it necessary that all program elements involving special teachers, common apparatus, a common room, shall be submitted to the principal and harmonious arrangements perfected thru him.

In like manner discipline of the corridors and grounds must be under the general direction and authority of the principal. This is not intended to relax the fidelity of teachers to fulfill assigned responsibilities or to hinder checking and correcting disorders of pupils outside her room as well as within it, nor should it so work.

The distribution of ordinary supplies, the custody of the common stock of apparatus belong to the principal. The critic should seldom or never send pupils with oral requests. Best of all is to anticipate for several days the needs of her room and file with the principal a written requisition. It is necessary that the principal shall not be diverted from his more important duties by frequent and irregular calls for supplies.

The Critics

The work of the critic teachers is the heart of the whole matter of the Training School. There can be no real shifting of this responsibility; but there should be a general bending of other interests and con-

centration of all resources to lighten her burden and facilitate her efforts to train effectively the students sent to her department.

Relation to Department Heads

Reference has already been made (page 2) to help from department heads. It is urgently suggested that the critics, when projecting a given topic, say History, consult the professor of History with reference to securing the most suggestive setting, a full, clear organization of subject matter such as his special training enables him to give, his view of the best available reference books and his list of illustrative material. The critic should not send students independently for this help, but go in person, or best of all, perhaps, go with the student-teacher. The professor's help requires a mind more mature than the student's to appreciate and tell what is wanted and to hold and interpret what is given, and so attain the appropriate efficiency. Moreover the work thus organized by the critic and professor together will be more permanent and need only now and then to be revised as fresh or more usable matter comes to hand. Another advantage is the mutual understanding, and the closer, more harmonious approximation of the departments, enabling the critic to have a richer, more vital body of subject matter and the professor to discover more desirable organization of his subject and more effective teaching methods along the line of which he may turn his own class-instruction, so anticipating and facilitating the work of the critic.

Correlative to the preceding suggestion, the critic will be responsible for the pedagogical organization of subject matter, projecting the main lines and guiding the students into independent mastery of material and its presentation (see Plans; page 7, ff.). Such illustrative material as may be desired from the Normal School departments, should be arranged for by the critic in person, and she must be responsible for its care and its prompt return. The best way to have advantage of such material will often be to take the class and teacher, at mutually understood periods, to the department itself. Thus a selection from the rich body of lantern-slides in the Geography Department might be shown in the lecture room of the Normal School, under the direction of the professor of Geography.

Unity and continuity of work to come thru the critic

Unity of organization and continuity and harmony of work within the room must come from the critic. She must therefore devise and prescribe the routine, project the lines of work not only with reference to the materials and methods of the individual lines, but with reference to effective correlation of the work of all her student teachers. In this way only, can the school avoid the danger of as many independent and divergent lines of study as there are teachers, thus greatly weakening the child's sense of coherence of his work, decreasing interest, increasing fatigue and distaste, and missing the appropriate and essential mental habits. Such correlations as an efficient teacher would make in her own day's or week's program should be secured by the critic.

Especial care concerning the program of work and study

The making of a program in the Training School is always a most difficult thing, owing to various interests to be safe-guarded. But there must be the greatest possible care to insure suitable study and rest periods, to alternate heavier and lighter work, to avoid heaping up of heavy work on the same day, to secure the more favorable hours for the heavier work. All this requires clear and complete understanding of the details of routine and of class work by the students individually and by groups so far as their work is interdependent. Instructions concerning the entire group of students assigned to a critic, should be given to the group as a group and not to the group members separately, one now and another then.

Induction of students into teaching to be gradual

The students, from the necessities of the situation, come to the Training School without skill to teach. They come for the purpose for which the Training School was supplied—to get training. The critic must assume, then, that she is, at first certainly, the only competent teacher in her room. She must herself, at first, assume the burden of teaching for the greater part, if not entirely, while by degrees she inducts her students into the work—the student relieving her of much routine, the element of the work to be mastered which is most readily taken on. Imitation will be the readiest means of learning; hence the student should do much observing of the critic in her teaching. To relieve any possible monotony and ennui, the students should have a good understanding of what is proposed to be done, and be guided in advance toward the matters of special observation. [See Note-books, p. 19] They may very well be asked to be in readiness to be drawn into recitation with the children, both to assist in holding their (the students') active interest and to assimilate them to the children and to the critic's habit of thinking and teaching. Conferences should follow. Special classes will be organized by the Director of Training, to facilitate this adjustment of the students to the work (page 4). In every case where the critic has only one room she is expected to have throughout the year at least one regular class each half day, for her own sake in sustaining and refining her skill as a teacher, for the pupils' sake, and to afford her students the best possible example of good teaching—of plans, of assignments and of class-handling.

Provision for intelligent alert observation

For the purpose of making observation purposeful, intelligent and the results definite, the student should not only know in advance, as already said, what the critic is driving at, but, doubtless, should characteristically follow with note-book and pencil in hand and be expected to have noted the suggestive incidents and movements of the lesson, with questions as to why this was done, and that not done. Without some definite thing of this kind to do and to be responsible for, the almost certain result will be wandering attention, and, so far as thinking is

concerned, a sort of comatose—to make a little free with our language—a comatose, if not a comatose, condition.

Close personal relation of critics to students

The personal relation between the critic and student should be frank and sincere. This involves, surely, that any elements of personality that would hinder a teacher in her work should be matters of observation and correction. Indirectly, if possible, directly if necessary, the pupil should, in the most kindly, tactful, way possible, be made conscious of the defect—voice, carriage, dress, whatever it may be—and shown the way to overcome it. Often this may involve need of special training or exercises of a corrective nature to be determined in consultation with the professor of Reading or of Physical Culture.

The school-routine, the class work to be done, the relations to be maintained, the requirements to be fulfilled being understood clearly, the critic should hold the student steadily to careful fulfillment of duties. This is as important as any other portion of the training to be given.

Critic to bear real responsibility for children

The prime responsibility for the interests of the children must, of course, rest with the critics, not only to select appropriate material, but to make hers the dominant personality in the room, not crowding the students out, but working thru the students as far as possible. The critic should know the children—their capabilities, their deficiencies, their needs, their work—intimately. Only so can she be a helpful guide to the students and train them to particular adaptation of their work to the pupils. The critic, not the student, should be responsible to parents, except as students shall have the proved ability to meet such responsibility under the critic's advice. Report cards should express the critic's judgment of what the child has been and of what he has done. The critic during the first teaching should assume practically the whole burden of judgment on the value of a child's work, admitting the student's judgment as experience proves it trustworthy, but at no time permitting a report to go to a parent which the critic has not carefully scanned.

There is a constant necessity to have care that a child's wrong doing is not punished by lowering his grade in his studies and equally that a child's grade is not unduly raised because of sympathy with sincere but ineffective effort. A separate space is provided for reporting deportment. Report cards should state as exactly as possible the truth concerning the child's progress.

TEACHING PLANS

Teaching realizes its purpose thru materials of study

Teaching is the most delicate, subtle, and difficult of arts. "Mind is only as it creates itself". To set this creative energy working requires that its interests shall be set free, its motives roused, which in

turn direct and sustain the self-activity. The material, the means by which the teacher is to mediate these interests and set them working, lies in the course of study—a body of social knowledge, the select product of the struggles of the race thus far, and for that reason, instinct with elements that must appeal to the children of the race; a body of knowledge, withal, that the children must acquire if they are to enter into their human heritage and possess to-morrow, as their fathers possess to-day, but more adequately. The task of the teacher is so to select and array appropriate portions of the body of knowledge as to mediate the children's interests effectively and so facilitate mastery of this knowledge, and at the same time promote development of self-creative mind.

Relation of plans to efficiency of teaching

Lesson plans are the teacher's attempt to do this difficult thing, not "on the spur of the moment", but in quiet deliberation when she can bring all her knowledge of children, theoretical and practical, to bear on her problem. There is no portion of training to teach, which is more important or, in general, less sufficiently achieved. Lesson-plans are intended to bring scientific skill into play as that "ounce of prevention" for which no "pound of cure"—no, nor yet any ton of cure—is an equivalent. The necessity that the immature and untrained student-teacher plan in advance what he is to do and submit that plan to the careful inspection and correction of the critic hardly needs the statement. There can be no remitting of this oversight without danger, if not disaster, to the work.

Kinds of plans

These plans are of two sorts—outline and detailed. The outline plans are meant to show briefly but distinctly that the student has his work intelligently in hand, and should be supplemented in almost every case by oral statement to satisfy the critic that the student has sufficient grasp of matter and method.

Outline plans

Outline plans should be prepared for every subject and placed in the book provided for this purpose, in order that critic and student may have an intelligent survey and conspectus of all the work, thus coming into position to see the work of each in its relation to the work of others, to discover how to fit a given line of work into other related lines, and secure, as nearly as may be, the unity of the whole.

Detailed plans

Careful detailed plans are to be worked out in one subject. In these should appear the student's conception of the content of the matter in hand, its pedagogical organization, and his notion of how and where to begin and how to proceed. Training in definite selection and arrangement of material for teaching purposes is the specific aim of the detailed plans.

Scope of plans

Both sets of plans should ordinarily be made for at least a week in advance. Occasionally the critic may find this too much for the student and ask for detailed preparation day by day. But even in this case, the entire topic should have been projected, so that each day's work is prepared with clear comprehension of its relations to what has gone before and to what is to come after

Critic should make plans as models for students.

The critic should frequently, if not always, prepare plans of class work which she herself is conducting, as a suggestive model for the student. Of course her own outline plans should go into the plan book provided for this purpose. Definite times should be set by the critic for the handing in of plans and for conferences (page 16, ff.) about them.

Critic should project plans in large outline

As indicated above, the critic should project the work in the large, selecting, for example, the particular topic in Geography to be attacked. As far as seems practicable, appeal should be made to the student's own judgment of the best topic to attack next. So in the planning of the topic, conferences should develop the central thing to be done in the study, work out the general setting clearly, and indicate definitely the questions (problems) which should arise. Discipline in the selection and attack of subject matter from the standpoints of curriculum and children should be constantly given.

Suggested scheme for making plans

In order to secure unity of effort in making plans, there is presented below an outline or scheme, of teachers' daily plans. It is not meant as a form upon which the student's plans shall be modeled, but more as an indication of what should appear in plans—a kind of *checking list*, by which to review the detailed plans to see that they provide completely and in due proportion for the various elements of presentation.

A SCHEME FOR LESSON PLANS.

A. Subject-Matter: logical organization.

The critic should make sure that the student knows the subject which is to be presented to the pupils, that—to borrow the phrase of one of Miss Jane Addams' proteges—the prospective teacher is "next the stuff she's working in" so as to have a reasonably strong working control of it; that she sees it in its large sub-divisions or—

I. Subject Unities, the successive divisions into which the organized body of knowledge falls. But these may be large and may involve days and perhaps weeks of work. Hence they must be broken up into portions appropriate to be increments of daily advance and constitute—

II. Lesson Unities. These smaller portions should very desirably, if not necessarily, have a quite complete unity within themselves, present a distinct point to be mastered.

B. Method: Pedagogical Organization.

This by no means necessarily follows the logical organization, or the order-of-the-subject. It inquires first for the relation to the children's body of knowledge. It may begin with asking concerning the subject matter what bearing it has upon the pupil's experiences, both past and prospective, and so arrive at—

I. *The Aim*—the reason for taking a given body of knowledge at all; why it is taken at this point; what general truth is to be wrought out by use of it as a medium; what sub-topics, that is what problems subordinate to the main point, are involved. As far as possible, the aim should take the problem form.

But in adaptation of the teaching to the children so as to touch the springs of their spontaneous activities, of intelligent, self-directive effort, we must consider—

II. *Motives*—or the basis of the work in the essential interests of children, remembering it is the teacher's function not to *create*, but to *mediate*, *interest*. The critic should assist the student to find and quite specifically designate child interests and motives to which the material is suited to appeal.

But again, assuming that in general the subject matter is suitable for a given class, is there a best place to begin? Is there a place where the appeal is most certain to awaken memories, knowledge, power, desire, effort? There is need, then, to seek out the best point of attack, or—

III. *The Point of contact* — the apperceptive basis in the children's minds.

This involves bringing the children out into the field where the work lies, helping them to locate and define the thing to be done, to be learned,—to get the setting, "the lay of the land", to "size up the situation". This done well, very generally the "general aim" and its subordinate problems will rise spontaneously. This seems indeed, to the writer, to be the best test of a right approach, the proof that the point of contact was skillfully located.

These three things cared for, we are ready to determine the course from the "point of contact" to our goal—the general truth, the comprehensive fact, which the topic is designed to teach, that is, to select—

IV. *The line or mode of procedure.*

This should provide all the way along for—

1. *Constructive thinking* on the part of the children. This means selecting and arranging certain implements and processes of teaching to the end that the children shall be and continue self-active, self-determining, self-directive in adjusting their knowledge and the tools of knowledge, (books, for instance) to the things to be done.

Among the implements of teaching, as it is the tool of all progressive thinking, is—

2. The question.

It is not practicable here to enter upon a discussion of questions. The teacher is referred for this to Keith's *Elementary Education* and DeGarmo's *Interest and Education*. But we may stop to speak of what a good question should do:—

It should instigate activity;

It should indicate an end to be reached;

It should awaken related imagery;

It should suggest some clue as to what the relationship may be between awakened imagery and the point of the question.

That *may* be a good question, direct or alternative, which commits to an opinion which must afterwards be justified.

But imagery may not be fresh enough, accurate or complete enough, and we may need to restore or supplement former perceptual experiences by further experiences of the perceptual character. This calls for—

3. Illustrative material, such as—

Maps and globes;

Charts, tables, diagrams;

Collections and excursions;

Pictures and models;

Construction and drawing;

Pantomimic representation, song; etc., etc., etc.,

With all this, there is yet a fine line of tools to get a working control of, namely—

4. Books—text-books and reference books, to supply answers to questions. Children should be systematically trained in finding their way into books and established in the habit of so doing, when light is wanted on a dark point.

5. Excursions and experimentation are modes of ascertaining conditions and facts, and should be planned at such times and in such ways as contribute to doing the things to be done.

A fact is nothing until it is related to other facts; so a body of facts does not reach its meaning until related to other bodies of facts. This may be brought about by—

6. Comparison—interpreting one fact or a body of facts in the light of others and more or less reorganizing all. Growth lies in “the reconstruction of experience.”

All the foregoing activities are meant to lead, and are ineffective unless they do lead, to—

7. Inferences.

“To infer justly” is one of the prime marks of a well trained mind.

V. (and last) Application of the results in appropriate ways to give control for use thru and in reviews and drills.

It is again desired to emphasize that this outline is not meant for a form. The elements enumerated will not appear in the plans in the

order named. They will rather weave in and out in continually changing interplay; they will not all appear in every recitation; but they are all necessary elements of teaching, and the inquiry is always on, Which are needed here? Has the student recognized the need? Has he selected wisely? Does he show good understanding of how to use them? Does he seem to know the resources the institution and its surroundings offer?

These elements, then, should be expected to appear in the detailed plans where and when good teaching demands them; if they do not appear, the corrected plans should contain them. In writing out plans, therefore, it would seem desirable that the student anticipate to a considerable degree the order of discussion he expects the lesson will take in class, indicating remarks, questions, comparisons, illustrations, construction, drawings, etc., as it seems probable that they will arise in discussion—that is the plans should present as clear and accurate a pedagogical fore-cast as may be.

Plan books

Detailed plans should be put in a note-book of large size and occupy only the alternate or right hand pages, with a good margin. This leaves marginal space for the critic's notes, and every other page for re-writing portions when desirable, and making various additions as they are suggested by the critics or by the developments, day by day, of the period the plans cover. Suggested corrections should be submitted to the critic again and, if necessary, yet again, and until they are distinctly approved. Under ordinary circumstances, it should be clearly understood that lessons must not be presented, the plans of which—outline or detailed—have not been approved by the critic.

Points to be especially guarded.

Emphasis can scarcely be placed too often or too strongly on the necessity of guarding at every point two things—(a). the unity of the plans of all the students to whom a given class recites, (b) the continuity of the work in a given subject. Hence we repeat (page 5) that in the multiplicity of teachers, there lies the greatest danger that the several studies will become so many independent, divergent, disparate lines of work, to the loss of interest and coherent effort, and on the other hand, to the increase of fatigue, distaste, and consequent trouble in management.

The writer is of opinion that the elements of most frequent difficulty in organizing lessons in just proportions and telling aptness are these:—illustrative materials, drills and reviews, and that over these the critic must have special watchcare.

Visitation

Visitation may not be the best word to designate the work of the critic in her definite following of a student's teaching thru all or part of a recitation, when the critic so largely lives in the room where the student works. But it will do very well to indicate the attitude of definite ob-

servation of the children and teacher as their personalities meet in the class hour; of study of the resulting conditions; of decision how best to control and direct student teaching to the best advantage of all.

First things to observe

Certain general considerations always call for attention: The physical conditions conducive to the maintenance and economy of nervous energy—as ventilation, temperature, lighting, seating; the children's looks and postures,—whether physically good, whether indicative of earnest effort, of things to do well understood and undertaken with good spirit; the air of the children—busy, self-directive, steady; or vacant, wandering, puttering, pupils leaving the room, and passing rather aimlessly about the room; the room itself and its furniture—neat, orderly, tasty, or littered, disorderly, the waste-basket an eye-sore; the desk tops, pupils' and teacher's; the book-case; the maps and apparatus—in a word, the room as a whole, considered in its adaptation to comfortable performance of effective work and a revelation of habits and attitudes.

Blackboards

The blackboards and their contents need careful oversight to insure that written instructions are arranged for convenient and comfortable reading from the seats—the writing sufficiently large, clear, and not too closely written.

Assignments

The instructions on the blackboard open the whole question of assignment of work. It is of the utmost importance that day by day the assignment of lessons pass under the critic's careful review, inasmuch as so much of school control, habits of work, and efficiency of teaching are predetermined here. A good assignment involves a distinct unit of the subject, whether the purpose is enlarging the knowledge of the subject or securing what has been learned by application and drill. The task given should be clearly within the pupils' power to attack and conquer to a reasonable degree. A good assignment by its form involves with clearness the relations or bearings of the lesson, states clearly the thing to be done, indicates the materials needed, distributes special tasks, when appropriate, to individual children—does what is needed to anticipate the activities of the study hour and of the recitation period. Hence the assignment offers repeated opportunity to keep unfolding plans under revision as they reduce to the immediate practical test of order and work.

Visitation, then, brings the assignment into view enabling the critic to observe this phase of the teaching as it forecasts and merges into the the recitation.

We offer here, an outline of criteria of the recitation, the plan of which, and several of the leading heads, were suggested some time since in a critique, by President Cook:—

CRITERIA OF RECITATION WORK.

Whether the teacher is actually teaching must depend on whether the children are learning. The burden of adaptation must lie on the teacher. It becomes both an interesting and crucial question, then: How may we know whether the teaching process, or more strictly, the learning process, is going on? How may we test our own or another's work as to the reality of the process and the value of the results?

In partial reply to this inquiry the outline below is submitted. In seeking to follow it with definiteness, the teacher should be on the lookout for specific reactions on the children's part, which may be cited in proof of opinions formed or as data for further specific inquiry and observation. The leading points of observation, then, are:

A. The Children: The learning process.

I. Their attitudes.

1. Feeling.

This element is probably least considered in the planning and carrying forward of a recitation, but in actuality is the most intimately critical and decisive of them all. The reactions of children in feeling and emotion must constantly be scanned, for their intellectual and volitional responses root in their feelings. Whether their intellectual activities function at all or not; whether they persist or slacken; whether they hold to the main line or are sidetracked; whether they are set free or are positively inhibited, is a question of their feelings. The will equally depends on the feelings. With the feelings, therefore, that teacher who proposes to build up intellectual abilities and to shape character has all to do.

A classification of feelings is given here very, very brief, but not, we trust, without suggestion. It is based partly on Dewey's, partly Baldwin's Psychology.

I. The Feelings.

(1) Sensuous: Physical comfort, health, vigor, and their opposites.

(2) Ideal. (a) Reality, connection with actual life, belief. (b) Interest—Feeling of worth, at first presumptive, later realized, if attention is to be sustained and progressive, or—

Boredom. In whatever degree present this feeling is thoroughly inhibitive of effort and destructive of interest, occasioning 95 % of all loss of children's effort in school work, according to Thorndike. (c) Adjustment. "At ease"—"at home"—confidence; Strangeness—self-consciousness—embarrassment; Expectancy—eagerness—satisfaction—or disappointment; Energy and ability—ease—clearness; or Drudgery—triviality—weariness—confusion; Courage or timidity and misgiving—success or failure. (d) Intellectual—Custom or wont—association; Surprise—dissociation; Knowledge—ignorance; Wonder—curiosity. (e) Social or moral. Egoistic:—modesty—self-depreciation; pride—self-respect—honor—self-conceit. Altruistic:—Attractive; admiration—affection—emulation. Repulsive: distaste—resentment—stubbornness; Rivalry:—

generosity—courtesy—unselfishness; Selfishness—envy—meanness;—combateness—determination—persistence. Place (social)—respect—deference. Relations (social)—obligation—duty—devotion. (f) Aesthetic;—nicety—finish—adaptation—proportion; refinement—beauty—truth.

Resuming our outline for convenience in following, we were speaking of Criteria of the Recitation.

A—The Children—The learning process.

I. Their attitude.

1. Feelings—as already discussed.
2. Interest—whether spontaneous or “worked up.”
3. Attention—whether of the non-voluntary type—springing from, and sustained by the appropriateness of the subject matter; or of the voluntary type—resisting distraction and holding to the thing to be done.

II. Their Motives.

1. Origin; Internal to children? or external—lying in factitious situations induced by teacher?

2. Vigor; impulsive strength—permanence.

III. Their intellectual experiences.

1. Memory; reviving experiences bearing on matter in hand; tokens of memory habits; what done to fix knowledge in memory? to assist future recall?

2. Imaging—realizing to themselves what teacher, mates and books present.

3. Constructive imagination—children's minds fore-running the class-movement and anticipating results. Mistaken anticipations accorded as warm a welcome as any, put to proof, and rejected when children's rational processes and feeling of unfitness do the rejecting.

4. Observation and experiment: enlargement of sensory basis—multiplying and revising, correcting the facts; re-organizing experience by well directed perception.

5. Thinking:—Reflection; association—spontaneous, strong, stimulating; comparison—finding relations, making inferences.

IV. Proofs: Their volitional experiences—expression or self-utterance. “No expression, no impression.”

1. Speech—oral or written. Form of answer:—words and phrases or full sentences? Amount of continuous topical discourse? Spontaneous or forced or suggested?

2. Action—physical postures—gesture—facial expression.

3. Pantomime and dramatization. 4. Drawing. 5. Construction.

B. The Teacher: How the children are brought into and kept in the learning movement.

I. Method.

1. Subject matter. (1) Selection: adaptation to children and their learning processes. (2) Preparation: adequacy, fullness, control; relevancy.

2. Presentation.

- (1) Organization: Psychological and apperceptive? or too much the order of the subject?
- (2) Tests: Efforts made to ascertain what the children's reactions are and what is coming of them.
- (3) Questions: Effective or not? relation to children's thinking?
- (4) Illustrative elements: Their apperceptive value; how related to children's experiences; pertinence to subject in hand; effect on children's memory, imaging, constructive imagination.
- (5) Emergencies: What they were; how they arose; how they were met.
- (6) Instruction: What the teacher contributes.
- (7) Summarizing: What the teacher did to bring and keep all in an organic unity.

3. Incitement, or motives appealed to.

II. Motives of Teacher.

1. In the subject? or
2. In the children—the subject matter being used as a body of material for eliciting and guiding the children's own activities?

Taking the Recitation from the Student.

As the recitation proceeds the critic will have frequent temptation to take the class from the teacher's hands and herself conduct the work. The temptation should always be strongly resisted, at least until the situation has been thoroughly scanned and the necessity to take the recitation clearly appears. It will often be best to let the student fail and afterward review in detail the causes of failure and the better things to do. It will sometimes happen, however, that the critic can do best for all concerned by taking the recitation and illustrating the appropriate movement of the work. In such cases the critic should afterward show distinctly her purpose in replacing the student teacher and make the difference of the movements appear. Sometimes this replacing will be only momentary—long enough to give the student teacher the proper cue; the critic will then quietly restore the class to his hands. The whole matter requires nice discrimination. The critic must make sure she knows the student's purposes and sees the bearing of the student's course. Often a question or a seemingly casual remark will do all that needs to be done.

Conferences: Their nature

The conference should be just what the word implies, a frank, full, clear conferring between people sincerely desirous of understanding each other and their common field and work. Here the initiative belongs to the critic and her business in the conference is thru its opportunities to instruct the student teacher. The principles of teaching as they apply in the recitation obtain here in full force. The presumption, at least at the outset, and except as the critic finds the facts to be otherwise—the presumption is that the student is chiefly or wholly ignorant on the

practical side. Much will have been done to instruct in theory and to exemplify reduction of theory to practice in illustrative or model lessons.

But the attitude of the student has been that of a looker-on. To take his own class of children and prepare and present specific material in an educative way himself is a very different situation. To make the transition from observer to agent is not easy and requires sympathy, foresight, patience, and sustained sincere effort on the part of all. For the accomplishment of the change of attitude, the conference should prove an effective means.

Conferences may be with individuals or groups; they should both precede and follow visitation and the making of plans.

Preliminary conferences

The preliminary conference is the time to forecast probable school room conditions and plan definitely what is to be done; to instruct as to routine; to consider subject matter and its presentation; ascertain whether the student is sufficiently grounded in the former, and what his conception of the latter may be. The first draft of plans may follow this conference. After the plans are reviewed, there should be another conference. Preliminary group conferences are needed to facilitate coordination of the plans of students working with the same children and the correlation of their lines of work which bear a greater or smaller degree of dependence upon each other.

Conferences following visitation

Conferences subsequent to visitation of a student are not primarily to "tell him a thing or two", but to recall the plans of work, the incidents and movements of the recitation, to bring things planned and things done together and "size up" the result. If this is done successfully, the student will become his own critic, form his own judgment as to successes or failures, and say what is to be done next. Psychological law and pedagogical principles should be sought for as criteria of sound judgment and the basis of reconstruction. Constructive criticism which lays the greater stress on the what to do and how to do it is most effective. "The expulsive power of a new affection"—a new ideal—is as good a theme for the teacher as for the preacher. A large free intelligence concerning the right thing is the only secure foundation of right performance.

Well organized topics of conference.

There will be danger of reviewing too many details in one conference. A very few dominating conditions, favorable or unfavorable, well worked out and definitely illustrated from the lesson, followed by concrete suggestions, these also enforced by illustration, will be more effective than multiplicity of suggestions more lightly held. These last, indeed, often tend to confusion. If the few are really so well worked out as to be brought under conscious control by the student, by this very fact the others will be independently discovered and corrected. Besides one must seek to discriminate between the characteristic and the adventitious and transitory.

Critic may be too prescriptive

The danger of the critic being too prescriptive is very genuine. The student thus becomes too dependent, abating his initiative and distrusting his judgment, or worse perhaps, developing inertia of opinion and will.

Keeping emotional attitudes out of conferences

The greatest danger in these conferences lies in the emotional self-consciousness of the student, a condition in which reflection and judgment and will are inhibited because the attention is too strongly occupied with the emotions or else are paralyzed with the suggestion of a coming attack. The more sincere the purpose and the anxiety to succeed, the worse this condition is when once it has set in. The utmost tact of the critic is needful here and often will suggest, doubtless, the postponement of the conference or an entire change of the subject. On the other hand, insistence will be made later (page 22) that the student guard against this fatality, and school himself to listen with his intellect and will, and not with his emotions.

Obstructive suggestion

A not unknown phase of this emotional state is a fixed suggestion in the student's mind, of hostility toward him on the critic's part, or at least of distrust or lack of understanding. This may amount to an obsession of the student's mind and wholly prevent his hearing what the critic has to say and so defeat all getting on. A critic should be open-minded enough to consider that she too may be susceptible of suggestions that quite distort her view of a student and prevent her adjustment of her instruction to his necessities. Over-severity, a hasty adverse judgment, and causes far less than these may readily be productive of emotional states which are very, very hard to remove. To know and frankly face these possibilities and to study these difficult situations on guard against any such paralyzing influences should practically eliminate them.

It is of the utmost importance that the critic keep herself in the student's confidence, making the student feel that he has her sympathy and that she believes in his ability. The suggestion of esteem of one's capacity and effort is very inspiring to attain capability. Inspiration is not the least of a teacher's work. Doubtless here lies the supreme test of a teacher's intellectual and spiritual resources.

Class conference

Class conferences serve very much the same purposes and involve very much the same conditions as individual conferences. They should be useful in developing a spirit of mutual criticism by the students and a growing power of judging a recitation—a good school in which to learn

"To see ourself as others see us".

The critic may deal with personal short-comings here in a more impersonal and hence more effective way.

The three lines of critic supervision we have now discussed.... plans, recitation, conference—should intimately connect with and supplement each other. Together they may certainly be made to give the critic intimate knowledge of the student's work and enable her to anticipate and forestall error to a large degree and to build up the student in quite effective power to teach and to control.

Critiques

There is, however, another means of instruction, as effective as any of these, in the critique lesson. Every critic should plan for such a lesson as often as practicable, in which an exercise is given for general discussion—such discussion to be led by some other than the critic herself. Often the students may prepare and give such lessons, but in general the critic should give the lesson herself or secure some department-head from the Normal School faculty to do so.

Note-books

The results of conferences and critiques should be put in definite well-organized notes, preserved in note-books provided for the purpose. These notes should be reviewed occasionally by the critic, and their worth enter into her estimate of the student's work for the term. Earlier in this discussion, (page 6) the use of note-books was recommended day by day as the student followed the day's events. These notes and such as might be taken of a critique should be discussed in such a way as to bring out quite definite principles of pedagogy and rules of teaching and managing. If these were posted and grouped in a permanent note-book, the result should be of lasting value.

Training students in criticism

After observation of teaching by a critic, whether in a critique or in the regular day's work, the discussion should be marked with the utmost sincerity and frankness. The student should be encouraged to challenge any and every step with, Why that? and Why not this? Such an attitude would give the best of conditions for interchange of opinion, and to throw the questioner into the relation of defense of his judgment. On the other hand, the assumption that what the critic does must be right because she is the critic would be unfortunate for the efficiency of the critic's own work both as a teacher of children and as a teacher of teachers. The critic, then, should vigorously push the students to justify their approval as much as their disapproval by facts of the recitation definitely cited and by the teaching of psychology. For this reason she should frequently have some one other than herself lead discussions of her own teaching. The results in self-criticism and in enhancing skill in teaching would be encouraging, surely.

Monthly reports concerning students

The critics are asked to report once a month, on blanks supplied for the purpose, concerning their respective student-teachers. These reports are filed in the director's office and become a permanent detailed record. It is urgent, therefore, that these reports be as discriminating and specific as may be. General words such as *good* should be avoided; but if "good" is the word, then some other word or some phrase to indicate the form, or phase of *goodness* should be added.

THE STUDENT TEACHERS

Selection and assignment

The student teachers are selected, with few exceptions, from the senior class. The theoretical and practical preparation has already been described (pages 1 and 2). Every effort is put forth to make up the first, or fall term, list from those who have given evidence to their professors of such maturity, scholarship and power of adaptation as renders them more fit than others to undertake the work of teaching. In assigning these to teaching, much care is taken to place them in the several grades according to their adaptation. Their own judgment and preference are consulted, and their specific experience and their training in special method courses considered. The assignment to studies lies with the critics, in conference with the individual students, and follows to a reasonable degree their stronger aptitudes. However, as they must after graduation, handle all subjects, the training school must seek to give them practical discipline in all the studies, both separately and in their more evident correlations.

Duties

Each student teacher is required to give to the school one-half of each day for two terms. The amount of class work should usually amount to ninety minutes or thereabouts. Only under very exceptional circumstances should the time be less than sixty minutes or more than one hundred. Time is needed for conferences, for routine, for refreshing and completing preparation for the recitation hour.

The students are required to give undivided attention to class and routine work. They are expected to be in their places at least twenty minutes before the session opens; however the necessity for conferences before session generally requires an earlier coming than this. The thought is that in the Training School the student should take on the same habits of fidelity and enterprise that should characterize a sensible, efficient teacher anywhere.

Insistence on preparation

Preparation of the most adequate sort must be insisted upon. The principle is that if either the children or the student's academic record must suffer, it must not be the children. The work of the Training School must have precedence. Preparation of academic work must never be brought into the Training School. What with recitations, the rout-

ine of papers and other form work, assistance to pupils in study hours, getting together material for today's or to-morrow's work, developing or revising plans, observation of other teachers, and incidental and accidental duties, the minutes of the entire session will be all too few for a live teacher.

Training in plan making

Plans have already received extended notice (pp 9, ff). The student should guard against making them unduly laborious, especially on the mechanical side. To make them comprehensive, specific, complete, and yet compact, direct, clear, is an art difficult, but by no means impossible to learn, and well worth the learning. It means a maximum of thought and a minimum of talk. The critic is expected to give definite instructions as to the making of plans and the times of conference and handing plans in for review. The student is expected to be punctilious in fulfilling these instructions. It may not be within the learner's power to make good plans, but at least he can be faithful in meeting appointments and frank in receiving suggestions, and he can carry these out in entire good faith.

Authority and discipline.

No other charge is so often and so successfully brought against a Training School as the charge of ineffective control. "The practice school child" is often spoken of as an easily recognized and not very admirable type. Good discipline, then, is a prime requisite of the school. It is to be said over and over again that work appropriately organized and presented is the fundamental means of control. Simply devised and clearly understood mechanics is a most necessary support to the best planned work. Yet to give either a chance, there must be an authority fully vested in the teacher and steadily and courageously exercised by him. There can be no question that the student teacher has, and must have this authority—the same authority that the salaried teacher possesses. There are the same limitations upon the former as upon the latter—and no more; to-wit: self-control, fore-thought, good sense, fair consideration, steady, even exaction upon all alike of the things required. Alternating leniency, indifference, and strictness are bad, and bad fruits with worse temper are the matter of course results. On account of the inexperience of the student and the nearness of the critic, there should be constant recourse to the critic for advice, and the utmost frankness in reporting conditions. Failures should have the most prompt and detailed reports of all. It is, perhaps, well to say here that the student should seek to report accurately and coolly—exaggerating neither his own nor the pupil's part. The humility or contrition which magnifies one's own faults unduly is scarcely less difficult to deal with helpfully than the self-pride that conceals parts of the truth.

Relations of students to critics

Certain fundamental virtues must be insisted on as essential to the personal relations of the students to their critics, their associates, the

children and their parents. Foremost among these is loyalty—that loyalty which does not gossip about school relations. The attitude here should be as genuinely reserved as toward one's own family matters. To belittle an associate, to retail the unhappy incidents of the day in school for the entertainment of others, smacks, to say the least, of a thoughtlessness that runs close to cruelty and meanness, and verges easily into an exaggeration that is not easily distinguished from falsehood.

Toward the critics, the attitude should be one of sincere teachableness. Mistakes are a matter of course. Criticism has no element of personal depreciation or attack, except the student compels it by taking strictures in the wrong way. Inasmuch as the student is a learner, with himself as object, he must learn to regard himself as teacher as in the third person, and to talk of himself and hear himself talked of without undue emotion. Emotion can only blind one to the truth and hinder that growth which alone can undo the criticism.

Again, the spirit toward the critic, should be one of implicit faith and obedience. Indeed, the growth into the critic's way, into the work to be done, and into the round of daily duties, should enable the student to anticipate the critic's wishes and wants, and fulfill them without having to be told. This habit and power of foreseeing needs and meeting them of one's own initiative is invaluable in a teacher; association with a capable critic is a very favorable condition for taking on this habit in a right form.

The student should never have to be told twice of a thing to be done. The teacher who drags and gets behind and has to be followed up is a great burden to the critic, and reduces greatly the critic's efficiency by reason of the time and thought and worry given to make good these delinquencies to the children and to correct the delinquent.

Relations of students to children

Towards the pupils the relations are hardest to define and far the hardest to fulfill. To be friendly and companionable and yet reserved; to invite approach but not undue freedom; to put children at ease and yet maintain authority—this is to be learned, but it is no easy task especially as these things run counter to all habits up to this time. As already indicated, control must be maintained. For the pupils' sake as well as for the teacher's own, respect for elders, for those in authority must be exacted. On the other hand, studied effort should be exercised by the teacher to treat children with full respect, to exercise careful anticipation of their needs and proper comfort, under the critic's advice to plan privileges, and to avoid unnecessary interference with pleasurable activities.

Relations to routine

One or two cautions need to be given, namely, not to change the routine of the room, not to ask the children to purchase books or supplies, not to change the regular program without the critic's express consent or direction.

Relations to patrons.

Occasionally the student must meet patrons who come to ask about their children. Here great care must be exercised to answer questions accurately and to meet criticism with courtesy and deference. Such conferences should always be held in presence of the critic. In general, the conferences with parents will be brought to the critic directly, and the critic must ultimately be the responsible authority in every case. It will conduce strongly to the preservation of right relations and to the appropriate training of the student to meet parents, to deal better with children, in short to arrive at maturity of view and of judgment, if the critic will plan to call upon the school patrons accompanied by one or two of her student teachers. Parents' meetings are held, desirably, once a term. These make an appropriate occasion for calling; and the calling makes a most valuable preparation for the meeting. Both visiting and conferences should be very effective in the training of student teachers to take their due places in the life of the communities to which they are destined.

Conclusion.

The foregoing pages contain little that has not been presented to the staff of the Training School over and over again in regular monthly meetings. Much has been presented in separate sheets. It is to be sincerely hoped that the gathering of the elements of policy and instructions into a pamphlet may conduce to the more harmonious and effective performance of the work which the Normal School in general and the Training School in particular are designed to do.

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